




RICHARD G. RHODA
Executive Director

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
PARKWAY TOWERS, SUITE 1900
NASHVILLE, TENNESSEE 37243-0830
(615) 741-3605
FAX: (615) 741-6230

PHIL BREDESEN
Governor

TO: Chancellors, Presidents, Deans and
Faculty (Education/Arts and Sciences) of
Tennessee Institutions of Higher Education

FROM: Richard G. Rhoda, Executive Director 

DATE: July 24, 2007

SUBJECT: Improving Teacher Quality Grants (Request for Proposals)

The Tennessee Higher Education Commission is pleased to provide you with the 2007-2008 Request for Proposals (RFP) for the federally funded *Improving Teacher Quality Grant Program*. For the second year, in an effort to increase the distribution of this RFP to the many administrators and faculty who may be interested in the program, THEC is only exclusively providing this information via electronic communication. We encourage you to forward this information to all who may be interested. In addition to this communication, the RFP can be found on THEC's website at www.state.tn.us/thec.

This year the Commission will sponsor two types of projects through a General Competition and a Capacity Building Competition. Overall, this program seeks to provide sustained professional development activities in core academic subjects to K-12 teachers, paraprofessionals, and (if appropriate) principals.

Background of the Improving Teacher Quality Grant Program:

The *Improving Teacher Quality State Grants* represent the largest federal initiative for using professional development to improve teaching and learning. As a federal program, it operates under legislation known as the No Child Left Behind Act of 2001 (NCLB). According to the NCLB Act, projects funded under the Title II, Part A program should:

- Be aligned with challenging state content standards as well as student performance standards;
- Reflect recent research on teaching and learning;

- Include strong academic content and pedagogical components;
- Incorporate effective strategies, techniques, methods and practices for meeting the educational needs of diverse student populations;
- Be of sufficient intensity and duration to have positive and lasting impact on the teachers' performance in the classroom and the principals' instructional leadership skills; and
- Be part of the everyday life of the school and create an orientation toward continuous improvement throughout the school

General Competition:

As it has in past years, the General Competition funds professional development opportunities aligned with the state's curriculum framework objectives.

Approximately 15-20 General Competition projects will be funded for up to \$75,000 each and will have a seven-month duration (January 2008-December 2008). Proposals will be due on **October 1, 2007 by 4:30 p.m. C.D.T.** A calendar in the RFP provides an approximate timeline for the review and approval process.

Proposal writers will be allowed to submit one General Competition grant proposal and one Capacity Building Competition grant proposal. In the event that a proposal writer is funded in both the General and Capacity Building competitions, the then Project Director must choose one project to implement. No one director may implement more than one project in a funding year.

Capacity Building Competition:

In order to have more sustained professional development, THEC will continue to sponsor a Capacity Building Competition. Proposals submitted to this competition should focus on the creation of coalitions that would plan, implement and evaluate professional development in an ongoing manner.

As many as four Capacity Building Projects may be funded for up to \$150,000 each. Proposals funded under this competition will have a 17-month duration (January 2008 – June 2009). Capacity Building proposals will be due on **October 1, 2007 by 4:30 p.m.** A calendar in the RFP provides an approximate timeline for the review and approval process.

Please do not hesitate to contact William Arnold at the THEC office (615-741-7572) if you have any questions about the RFP, if you would like to request a hardcopy of the RFP, or if you would like to discuss ideas for proposals. I am pleased to invite you to submit an application for a grant, I urge you to share this RFP with your department heads and faculty.

THE IMPROVING TEACHER QUALITY GRANT PROGRAM

A. Background of the Improving Teacher Quality Grant Program:

The Improving Teacher Quality State Grants represent the largest federal initiative for using professional development to improve teaching and learning. As a federal program, it operates under the legislation known as the No Child Left Behind Act of 2001 (NCLB). According to the NCLB Act, projects funded under the Title II, Part A program should:

- Be aligned with challenging state content as well as student performance standards;
- Reflect recent research on teaching and learning;
- Include strong academic content and pedagogical components;
- Incorporate effective strategies, techniques, methods and practices for meeting the educational needs of diverse student populations;
- Be of sufficient intensity and duration to have positive and lasting impact on the teachers' performance in the classroom and the principals' instructional leadership skills; and
- Create an orientation toward continuous improvement throughout the school.

B. Funding Priorities

Core Subjects

Eligible subject areas under this RFP include core academic subject areas defined as English, reading or language arts, mathematics, science (biology, chemistry, earth science, physics, and physical science), foreign languages (French, German, Latin, and Spanish), civics and government, economics, arts (visual arts and music), history, and geography.

Special Categories

Again this year, the Commission has designated two areas as special categories. The Commission will commit to funding at least one project in each of these areas that reflect two of the state's most urgent needs for teacher professional development.

Reading

In the February 2001 update on the 2000 report from the Comptroller's Office of Education Accountability, "Teaching Kids to Read: Is Tennessee Doing Enough?" Tennessee is challenged to increase its efforts to improve reading. This report suggested that many Tennessee teachers might lack the expertise needed to assess or assist children with reading difficulties. The Comptroller's report also concluded that some Local Education Agencies might lack the knowledge base to select reading programs and appropriate assessments that are supported by the latest research. As a response to this problem, the Commission will provide

funding to projects that address reading in the content areas, with a particular focus on middle school teacher professional development.

Special Education

The Commission will fund projects that provide special education teachers in Tennessee with an opportunity for professional development. These initiatives should address increasing teacher content knowledge or pedagogical skills in areas such as: speech and language pathology, behavioral disorders, autism, and the emotionally disturbed.

C. Eligible Partnerships

An eligible partnership for an Improving Teacher Quality grant must include a regionally accredited institution of higher education that houses a Teacher Education program or partnership with a Teacher Education program. This includes all accredited public and private, two and four-year colleges and universities.

Each potential Improving Teacher Quality Project must include an “Eligible Partnership” as defined by NCLB. The term ‘eligible partnership’ means an entity that includes:

- I. A private or State institution of higher education and the division of the institution that prepares teachers and principals;**
- II. A school of arts and sciences; and**
- III. A high-need local educational agency;**

An eligible partnership may also include another local educational agency, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

An institution may submit up to ten proposals. Centers of Excellence proposals, if advanced, would be included in the ten for the higher education institution to which the Center is attached. For collaborative proposals, funding is to be administered by the lead/sponsoring applicant. Collaborative proposals count against the limit of ten for the lead applicant.

GENERAL COMPETITION

General Competition Guidelines

Approximately 15-20 General Competition projects will be funded for up to \$75,000 each and will have twelve (12) month duration (January 2008-December 30, 2008). All proposals will be due by 4:30 p.m., October 1, 2007.

Key Components of a General Competition Proposal

1. SCIENTIFICALLY BASED DEMONSTRATION OF NEED

Identify specific needs for content knowledge and pedagogical improvement of teachers in the proposed service area. Thoroughly document how the project-related needs were determined. Determination of needs can be documented by sources such as the school system's staff development/school improvement plan, or a needs assessment instrument may be used to identify gaps in professional development. This area must include consideration of scientifically-based research that is related to the knowledge, skills, and dispositions to perform effectively as a teacher. Other data may be used to complete the documentation such as summaries of student performance on grade level assessments.

2. RECRITMENT AND SELECTION PLAN

All applicants must provide a specific plan for recruiting and selecting teachers of underrepresented and under-served areas of the state. Each plan should be tailored to the demographic characteristics and needs of the proposed service area. **In addition, the plan must include and adhere to a defined plan to recruit minority applicants from the underrepresented and under-served areas.** This plan must be expressly written in the proposal and must be included in the Title VI report of the project.

3. QUALITY OF ELIGIBLE PARTNERS

Each General Competition Project must include an "Eligible Partnership" as defined by NCLB. The term 'eligible partnership' means an entity that includes:

- I. A private or State institution of higher education and the division of the institution that prepares teachers and principals;**
- II. A school of arts and sciences; and**
- III. A high-need local educational agency;**

An eligible partnership may also include another local educational agency, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit

cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

All proposals must include evidence to assure cooperative endeavors in planning and implementation with a local education agency (LEA) that is considered high need.

A “high-need LEA” is defined as an LEA:

- (A) (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or**
(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
- (B) (i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; **or**
(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing [Section 2102(3)].

Links with other ongoing activities of the applicant are also encouraged. A letter of commitment for participation from the high need local education agency is MANDATORY and letters of support are OPTIONAL. The letter of commitment should come from the LEA’s superintendent, principal, and/or department head. Letters of support should comment on how the proposed training fits into system-wide school improvement plans.

4. INSTRUCTIONAL PLAN AND LEADERSHIP

The instructional plan should list specific measurable objectives specifying what teachers will know and be able to do in the classroom as a result of the project. In addition, the plan should provide an outline of the content knowledge and pedagogy conveyed (syllabus of workshop events). The instructional plan must include how its curriculum/activities align with the State of Tennessee’s framework (curriculum standards) for that specific subject. To find the State of Tennessee’s frameworks, please visit:

<http://www.state.tn.us/education/ci/standards/index.php>

All projects must offer a minimum of 25 contact hours during the major instructional component of the program and must instruct a minimum of 15 teachers. The plan should describe how instructional staff will model appropriate teaching behaviors and practices.

5. MANAGEMENT PLAN

The management plan should include a timeline of all project activities and describe the institutional resources, actions, and/or commitments made available to support the proposed project. The management plan should display evidence of how LEA and the higher education and its entities will collaborate to implement the project and distribute funds equitably.

6. EVALUATION

The fundamental issue of accountability is to determine to what extent classroom implementation has been achieved, as well as an understanding of the necessary steps to enhance the observed effects of the project in the future. The purpose of project evaluation is to determine the extent to which the project influenced changes in classroom teachers' content knowledge and instructional practices. This should also be in accordance with improved student achievement in the core subject areas. A sound evaluation provides information to the project director on the knowledge base of the participants at the start and the end of the proposed intervention. The evaluation will consist of pre and post content knowledge and/or skill assessments of participants to assess the intervention. Please include in the proposal a sample of pre and post content knowledge assessments.

7. BUDGET AND COST EFFECTIVENESS

The following is a guide for each line item of the budget.

Salaries – include only project personnel who are salaried employees on your university payroll, not persons to be hired as consultants. Salaries for project personnel must be reported as a function of their regular appointments and salaries. Salary must be linked to services rendered; therefore, each salary draw down should reflect the real time contributions of personnel on the project. Salaries must not exceed 20% of the total grant amount.

Fringe benefits – use your institution's current rate. This is only applicable to salaries only.

Consultant services – list persons who will be hired as consultants and their fee. Include consultant travel but do not charge fringe benefits. Consultant fees (excluding travel) may not exceed \$300 per day.

Materials and supplies – this line includes all materials and supplies distributed to the teachers and any materials and supplies used to prepare for the workshop.

Staff travel – list total amount of travel for project staff. Do not include teacher travel or consultant travel in the line item. Must not exceed state rates, which are:

Mileage - \$.46 per mile

Hotel - \$75 per night (in Davidson County*)

Meals and Incidentals- \$38 per day (in Davidson County*)

*** Tennessee Comprehensive Travel Regulations may be obtained by contacting the THEC office**

Communications – include total amounts for postage, shipping, long distance, etc.

Equipment rental – include total amount of anticipated expenditures for equipment needed to be leased during the project.

Printing and duplicating – list total cost for reproduction of printed documents.

Participant stipends – stipends may be paid in the rate of up to \$50 per full day and \$25 per half day.

Participant travel and subsistence – list anticipated cost for transportation, lodging and meals for teacher participants. (See state rates for maximum allocations.)

Participant tuition and fees – Grant funds can not pay for tuition and fees. These expenses should be waived by the institution. However, this amount does not have to be subtracted from the gross operating expense as in the past. The participants who will be receiving this credit should NOT be included in the institution's FTE formula funding.

Indirect Costs – a maximum of 8% of total indirect costs may be requested.

Preparation and Submission of Formal Proposal

There is a limit of 10 proposals submitted by any one higher education institution. Also, a project director may be funded for one project only. In the event that a project director is funded for a General Competition grant and a Capacity Building Competition grant, the director must choose to accept one grant and not accept the other.

To ensure successful review of the application for funding, all parts cited in these instructions should be included and all pages numbered sequentially.

Requests may not exceed \$75,000; the term of the project is from January, 2008 to December 30, 2008.

All projects must provide professional development in one of the following areas: Mathematics, Science, English/Language Arts, Social Studies, Foreign Languages (including ESL), related Arts, Reading, or Special Education for a minimum of 15 teachers. Funded programs must provide a minimum of 25 contact hours for instruction.

Please use the following format.

****NOTE: Failure to complete forms or provide appropriate official institutional signatures by the application deadline will result in non-acceptance of the application.**

Submit one (1) original signed proposal and seven (7) copies of the application to:

William E. Arnold, Jr., Ed. D.
Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243

The full application should include:

- Cover page a (See FORM I)
- Project Abstract/Data List - Summarizes the important points of the proposal. (See FORM II)
- Table of Contents
- Program narrative - This section should include double spaced pages, one-inch margins, maximum page length is twenty pages, excluding the cover sheet, data list, abstract, table of contents, statement of demonstrated effectiveness for non-profit organizations, budget, vitae, and bibliography.
- Statement of Demonstrated Effectiveness
- Budget (NOTE: You can view and download the “*Cost Reimbursement Grant Budget*” format at: <http://www.state.tn.us/finance/rds/ocr/doc/ed-gr.doc>)
- Proof of alignment with state curriculum framework (1-2 paragraphs)
- Bibliography – All cited references must be included in bibliography
- Vitae - Include an updated vita for all key project personnel

III. CAPACITY BUILDING COMPETITION

Capacity Building Competition Guidelines

Approximately 4-6 General Competition projects may be funded for up to \$150,000 each and will have an eighteen month duration (January 2008 to June 2009). All proposals will be due by 4:30 p.m. on October 1, 2007.

Please note that a project director may submit a grant proposal as lead or co-principal investigator on one General Competition grant and one Capacity Building Competition grant and must choose between the two in the event that both are funded.

Key Components of a Capacity Building Proposal

1. SCIENTIFICALLY BASED DEMONSTRATION OF NEED

Identify specific needs for content knowledge and pedagogical improvement of teachers in the proposed service area. Thoroughly document how the project-related needs were determined. Determination of needs can be documented by sources such as the school system’s staff development/school improvement plan, or a needs assessment instrument may be used to identify gaps in professional development. This area must include consideration of scientifically-based research that is related to the knowledge, skills, and dispositions to perform

effectively as a teacher. Other data may be used to complete the documentation such as summaries of student performance on grade level assessments.

2. RECRITMENT AND SELECTION PLAN

All applicants must provide a specific plan for recruiting and selecting teachers of underrepresented and under-served areas of the state. Each plan should be tailored to the demographic characteristics and needs of the proposed service area. **In addition, the plan must include and adhere to a defined plan to recruit minority applicants from the underrepresented and under-served areas.** This plan must be expressly written in the proposal and must be included in the Title VI report of the project.

3. QUALITY OF ELIGIBLE PARTNERS

Each Capacity Building Project must include an “Eligible Partnership” as defined by NCLB. The term ‘eligible partnership’ means an entity that includes:

- I. A private or State institution of higher education and the division of the institution that prepares teachers and principals;**
- II. A school of arts and sciences; and**
- III. A high-need local educational agency;**

An eligible partnership may also include another local educational agency, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

All proposals must include evidence to assure cooperative endeavors in planning and implementation with a local education agency (LEA) that is considered high need.

A “high-need LEA” is defined as an LEA:

- (A) (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or**
(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
- (B) (i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; **or**
(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing [Section 2102(3)].

Links with other ongoing activities of the applicant are also encouraged. A letter of commitment for participation from the high need local education agency is MANDATORY and letters of support are OPTIONAL. The letter of commitment

should come from the LEA's superintendent, principal, and/or department head. Letters of support should comment on how the proposed training fits into system-wide school improvement plans.

4. INSTRUCTIONAL PLAN AND LEADERSHIP

The instructional plan should list specific measurable objectives specifying what teachers will know and be able to do in the classroom as a result of the project. In addition, the plan should provide an outline of the content knowledge and pedagogy conveyed (syllabus of workshop events). The instructional plan must include how its curriculum/activities align with the State of Tennessee's framework (curriculum standards) for that specific subject. To find the State of Tennessee's frameworks, please visit:

<http://www.state.tn.us/education/ci/standards/index.php>

All projects must offer a minimum of 50 contact hours during the major instructional component of the program and must instruct a minimum of 30 teachers and provide 6 hours of graduate credit. The plan should describe how instructional staff will model appropriate teaching behaviors and practices.

5. MANAGEMENT PLAN

The management plan should include a timeline of all project activities and describe the institutional resources, actions, and/or commitments made available to support the proposed project. The management plan should display evidence of how LEA and the higher education and its entities will collaborate to implement the project and distribute funds equitably.

6. EVALUATION PLAN

The fundamental issue of accountability is to determine to what extent classroom implementation has been achieved, as well as an understanding of the necessary steps to enhance the observed effects of the project in the future. The purpose of project evaluation is to determine the extent to which the project influenced changes in classroom teachers' content knowledge and instructional practices.

This should also be in accordance with improved student achievement in the core subject areas. A sound evaluation provides information to the project director on the knowledge base of the participants at the start and the end of the proposed intervention. The evaluation will consist of pre and post content knowledge and/or skill assessments of participants to assess the intervention. Please include in the proposal a sample of pre and post content knowledge assessments.

Evaluation requirements for Capacity Building Competition grants include an additional component where pre and post classroom observations should be conducted on a sample of at least 25% of the participants (i.e. a project with 40 teachers would have pre and post observation data on at least 10 teachers).

GRADUATE CREDIT

A minimum of 6 graduate credit hours must be offered to the participants at no additional cost. The institution must cover all tuition and fees for participants who choose to acquire the minimum of 6 graduate credits. In the event that a participant does not choose to acquire the graduate credit, the individual must

sign a disclaimer stating they understand they will not be able to acquire the credit retroactively. Please include a letter from the institution on official letterhead that states the institution will waive the tuition and fees for the participants of the project. Also, include in the letter, the catalogue course number of the graduate courses for which credit will be offered. This amount does not have to be subtracted from the gross operating expense as in the past.

7. BUDGET AND COST EFFECTIVENESS

The following is a guide for each line item of the budget.

Salaries – include only project personnel who are salaried employees on your university payroll, not persons to be hired as consultants. Salaries for project personnel must be reported as a function of their regular appointments and salaries. Salary must be linked to services rendered; therefore, each salary draw down should reflect the real time contributions of personnel on the project. Salaries must not exceed 20% of the total grant amount.

Fringe benefits – use your institution’s current rate. This is only applicable to salaries only.

Consultant services – list persons who will be hired as consultants and their fee. Include consultant travel but do not charge fringe benefits. Consultant fees (excluding travel) may not exceed \$300 per day.

Materials and supplies – this includes all materials and supplies distributed to the teachers and any materials and supplies used to prepare for the workshop.

Staff travel – list total amount of travel for project staff. Do not include teacher travel or consultant travel in the line item. Must not exceed state rates, which are:

Mileage - \$.46 per mile

Hotel - \$75 per night (in Davidson County*)

Meals and Incidentals- \$38 per day (in Davidson County*)

*** Tennessee Comprehensive Travel Regulations may be obtained by contacting the THEC office**

Communications – include total amounts for postage, shipping, long distance, etc.

Equipment rental – include total amount of anticipated expenditures for equipment needed to be leased during the project.

Printing and duplicating – list total cost for reproduction of printed documents.

Participant stipends – stipends may be paid in the rate of up to \$50 per full day and \$25 per half day.

Participant travel and subsistence – list anticipated cost for transportation, lodging and meals for teacher participants. (See state rates for maximum allocations.)

Participant tuition and fees – Grant funds can not pay for tuition and fees. These expenses should be waived by the institution. However, this amount does not have to be subtracted from the gross operating expense as in the past. The participants who will be receiving this credit should NOT be included in the institution's FTE formula funding. The Capacity Building Competition must offer the teachers at least 6 hours of graduate credit upon completion of the 17- month intervention.

Indirect Costs – a maximum of 8% of total indirect costs may be requested.

Preparation and Submission of Formal Proposal

There is a limit of 10 total proposals (this is 10 for both the General and Capacity Building Competitions) submitted by any one higher education institution. Also, a project director may be funded for one project only. In the event that a project director is funded for a General Competition grant and a Capacity Building Competition grant, the director must choose to accept one grant and not accept the other.

To ensure successful review of the application for funding, all parts cited in these instructions should be included and all pages numbered sequentially.

Requests may not exceed \$150,000; the term of the project is from January, 2008 to June 30, 2009.

All projects must provide professional development in one of the following areas: Mathematics, Science, English/Language Arts, Social Studies, Foreign Languages, related Arts, Reading or Special Education for a minimum of 30 teachers.

Funded programs must provide a minimum of 50 contact hours for instruction that includes at least 6 hours of graduate credit offered to the participant.

Please use the following format. Failure to complete forms or provide appropriate official institutional signatures by the application deadline will result in non-acceptance of the application.

Submit one (1) original signed proposal and seven (7) copies of the application to:

William E. Arnold, Jr., Ed. D.
Tennessee Higher Education Commission

**404 James Robertson Parkway, Suite 1900
Nashville, TN 37243**

The full application should include:

- Cover page (See FORM I)
- Project Abstract/Data Page - Summarizes the important points of the proposal. (See FORM II)
- Table of Contents
- Program narrative - This section should include double spaced pages, one-inch margins, maximum page length is twenty pages, excluding the cover sheet, abstract, table of contents, statement of demonstrated effectiveness for non-profit organizations, budget, vitae, and bibliography.
- Statement of Demonstrated Effectiveness
- Budget (NOTE: You can view and download the “*Cost Reimbursement Grant Budget*” format at: <http://www.state.tn.us/finance/rds/ocr/doc/ed-gr.doc>)
- Proof of alignment with state curriculum framework (1-2 paragraphs)
- Letter from Institution of Higher Education agreeing to waive all tuition and fees for participants who wish to acquire graduate credit
- Bibliography - Where references are cited, the proposal must include a bibliography.
- Vitae - Include an updated vita for all key project personnel

PROPOSAL REVIEW AND AWARD PROCESS

Each reviewer will be asked to read and evaluate proposals according to a rubric keyed specifically to the guidelines of this RFP. Each proposal will be assigned a lead discussant. The lead discussant will then be responsible for giving careful review of the entire project without any personal opinions; and moderating the discussion concerning the proposal. Each proposal will be up for discussion for 5-10 minutes depending upon the amount of proposals to cover. The proposal is then given an average score and ranked according to the average score. Projects will be awarded beginning with the highest-ranking proposals until all available funds are expended.

MAILING PROCEDURES

Once the proposals have been reviewed, each project director will receive an award or rejection letter. In the event that a proposal is rejected, the project director may request reviewer comments in writing no later than January 15, 2008.

Please include with your proposal a self-addressed and stamped postcard. Once our office receives the proposal, project directors will be forwarded one of the following notices on your postcard:

YOUR ITQ PROPOSAL HAS BEEN RECEIVED AND HAS BEEN SENT TO THE REVIEWERS.

-or-

YOUR ITQ PROPOSAL HAS BEEN RECEIVED AND HAS NOT BEEN SENT TO REVIEWERS BASED ON THE FOLLOWING REASONS:

If you do not receive your notice within 2 weeks of submitting your proposal, please call 615-741-7572.

GRANT TIMELINE

July 24, 2007

Announcement to Higher Education Chancellors/Presidents, Deans and Faculty of Education, Arts and Sciences, and Non-Profit Organizations on the availability of funds—also available online at: www.state.tn.us/thec

October 1, 2007

4:30pm deadline for all proposals

October 2-3, 2007

Proposals circulated to Advisory Committee

October 24, 2007

Advisory Committee meets to identify recommended grantees.

November 15, 2007

Approval of grant recommendations by THEC Commission members and announcement 2007-2008 grants Grantees are notified of their selection, other applicants notified of denial.

January 10, 2008 (10:00 a. m. – 1:00 p. m.)

Mandatory Project Director's workshop

DUE DATES

Please keep in mind all due dates are absolute dates, **NOT POSTMARK DATES**. Please plan ahead to have all materials postmarked early enough to assure delivery on the due date.

TITLE VI

Title VI of the Civil Rights Act of 1964 requires that federally assisted programs be free of discrimination. Should you feel you have been discriminated against, contact your local Title VI representatives. The Title VI Coordinators at the Tennessee Higher Education Commission is William Arnold – 615-741-7572.

FORM 1 – Cover Sheet

P.L. 100=297, TITLE II
The Improving Teacher Quality Grant Program

Grant Application

TITLE

SPONSORED BY
Institution or Non-Profit Organization Name

PROJECT DIRECTOR
Name, Mailing Address and e-mail address

Director's Telephone:

Director's E-mail Address:

Secretary's or Department's Telephone #:

Department's Fax#:

Funding requested

\$ _____

**Signature of Authorized Representative
Approving Submission**

Project Director

FORM 2 – Project Data and Abstract

Improving Teacher Quality Grant Project Abstract

Institution:

Project Director:

Project Title:

Estimated number of teacher participants:

Contact hours of instruction:

Grade levels to be targeted:

**Number of graduate credit hours offered:
(Please note: Capacity Building proposals must offer a minimum of 6
graduate credit hours.)**

PROJECT DIRECTOR(S): (names)

**Has this project been proposed for the ITQ Grant or Eisenhower
Grant before?**

No_____ **Yes**_____

If yes, please list previous award years_____

**If your proposal has been previously funded and performed please
submit data on the results and evaluation of the project. Also indicate
how these data have affected the current proposal.**

Grant Request Information

Gross Request:

Other Matching Resources (Please List)

Participant\ Information

Number of Participants:

Defined recruitment plan to recruit minority teachers:

Cost/Participant (calculated from Gross Request):

Contact Hours:

Cost/Contact Hour:

Credit Hours Awarded:

Stipend per participant:

Travel:

Food:

Lodging:

Percent of Request designated for salaries:

Percent of Request designated for equipment:

Amount of Request designated for equipment and supplies to be retained by participants:

Amount of Request designated for equipment and supplies to be retained by sponsoring institution or program directors:

Amount of Request designated for equipment and supplies that will be expendable:

Please provide a brief paragraph describing the project.

Attachment A
GRANT BUDGET

GRANTEE**PROGRAM AREA:**

Improving Teacher Quality

Refer to Department of Finance and Administration Policy 03, Uniform Reporting Requirements and Cost Allocation Plans for Sub-recipients of Federal and State Grant Monies, Appendix A for further definition of each expense object line-item in the model budget format. Policy 03 can be found on the Internet at:
<http://www.state.tn.us/finance/rds/ocr/policy03.pdf>

THE FOLLOWING IS APPLICABLE TO EXPENSE INCURRED IN THE PERIOD: January, 2007 through September, 2007

POLICY 03 Object Line-item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY (detail schedule(s) attached as applicable)	GRANT CONTRACT	GRANTEE MATCH (participation)	TOTAL PROJECT
1	Salaries	\$0.00	\$0.00	\$0.00
2	Benefits & Taxes [17.65%]	\$0.00	\$0.00	\$0.00
4, 15	Professional Fees / Grant Awards	\$0.00	\$0.00	\$0.00
5	Supplies	\$0.00	\$0.00	\$0.00
6	Telephone	\$0.00	\$0.00	\$0.00
7	Postage & Shipping	\$0.00	\$0.00	\$0.00
8	Occupancy	\$0.00	\$0.00	\$0.00
9	Equipment Rental & Maintenance	\$0.00	\$0.00	\$0.00
10	Printing & Publications	\$0.00	\$0.00	\$0.00
11, 12	Travel / Conferences & Meetings	\$0.00	\$0.00	\$0.00
13	Interest	\$0.00	\$0.00	\$0.00
14	Insurance	\$0.00	\$0.00	\$0.00
16	Specific Assistance to Individuals	\$0.00	\$0.00	\$0.00
17	Depreciation	\$0.00	\$0.00	\$0.00
18	Other Non-Personnel	\$0.00	\$0.00	\$0.00
20	Capital Purchase	\$0.00	\$0.00	\$0.00
22	Indirect Cost [8%]	\$0.00	\$0.00	\$0.00
24	In-Kind Expense	\$0.00	\$0.00	\$0.00
25	GRAND TOTAL	\$0.00	\$0.00	\$0.00

EXAMPLE GRANT BUDGET DETAIL

LINE-ITEM DETAIL FOR: SALARIES AND FRINGE BENEFITS	AMOUNT
TOTAL	\$0.00

LINE-ITEM DETAIL FOR: PROFESSIONAL FEES/GRANT AWARDS	
TOTAL	\$0.00

LINE-ITEM DETAIL FOR: SUPPLIES	AMOUNT

TOTAL	\$0.00

LINE-ITEM DETAIL FOR: TELEPHONE	AMOUNT
TOTAL	\$0.00

LINE-ITEM DETAIL FOR: POSTAGE AND SHIPPING	AMOUNT
TOTAL	\$0.00

LINE-ITEM DETAIL FOR: PRINTING AND PUBLICATION	AMOUNT
TOTAL	\$0.00

LINE-ITEM DETAIL FOR: TRAVEL/CONFERENCES AND MEETINGS	AMOUNT
TOTAL	\$0.00

LINE-ITEM DETAIL FOR: SPECIFIC ASSISTANCE TO INDIVIDUALS	AMOUNT

TOTAL	\$0.00

LINE-ITEM DETAIL FOR: OTHER NON-PERSONNEL	AMOUNT
TOTAL	\$0.00

LINE-ITEM DETAIL FOR: INDIRECT COSTS	AMOUNT
Indirect Costs - 8% TDC	
TOTAL	\$0.00

2007-2008 THEC Improving Teacher Quality Grant Proposal Evaluation Rubric
Application Narrative Summary of Scoring

PROPOSAL NAME _____

INSTITUTION _____

SECTION	SECTION TITLE	POSSIBLE SCORE	SCORE
Section I	Scientifically-Based Research Need for Project	20	
Section II	Recruitment Plan	15	
Section III	Quality of Eligible Partnership	15	
Section IV	Instructional Plan and Leadership	10	
Section V	Management Plan	10	
Section VI	Evaluation Plan	15	
Section VII	Budget/Budget Narrative/Effectiveness	15	
	TOTAL SCORE	100	

Strengths:

Weaknesses:

Funding Recommendations: Fund as written: ☐ Fund with changes: ☐ Reject: ☐

Activity changes recommended: ☐ **Negotiate funding level:** ☐

Recommended Changes:

Reviewer Name

Reviewer Signature

Date